



# CALIFORNIA SCHOOLS

OCTOBER, 1957



**WILBER D. SIMONS**  
VICE PRESIDENT, CALIFORNIA  
STATE BOARD OF EDUCATION

# CALIFORNIA SCHOOLS

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THE COVER ILLUSTRATION is the fourth in a series presenting members of the California State Board of Education and its Secretary and Executive Officer, the Superintendent of Public Instruction.

## WILBER D. SIMONS, VICE PRESIDENT, CALIFORNIA STATE BOARD OF EDUCATION

Wilber D. Simons, Vice President of the California State Board of Education since 1955, was first appointed as a member of the board in 1951. Mr. Simons attended elementary schools in Afton, Iowa, and in Enid, Oklahoma. After attending secondary school in Oklahoma he attended college in Oakland, and Heald's Business College in Chico, until 1914. His record of service to the community has, since then, covered a long span of years and several fields of activity.

Elected to the office of Mayor of the city of Redding, both in 1950 and in 1951, Mr. Simons also served as city councilman during 1950 and 1954. For 12 years, from 1936 to 1948, he was a trustee of the Shasta Union High School District in Redding. His interest in and activities on behalf of the Boy Scouts and the Young Men's Christian Association have been continuous since 1924, and he has served often as chairman of various committees connected with promoting their activities in the community.

For almost 30 years Mr. Simons was associated with the J. C. Penney Company, retiring in 1949 after having been manager of the Redding branch since 1926. His interest in church activities led him to devote three years of his time, after retirement, to assist in the building of a new church in Redding. Since 1949, he has been the moderator of the Northern California Baptist Convention, and he is currently serving as a trustee of the Berkeley Baptist Divinity School.

Mr. Simons is a member of the Elks and Rotary International. He shares his hobbies, hunting, fishing, woodcraft and photography, with his wife and two sons.

## RECENT ACTIVITIES AND FUTURE PLANS OF THE CALIFORNIA STATE CENTRAL COMMITTEE ON SOCIAL STUDIES<sup>1</sup>

During the past summer, the State Central Committee on Social Studies cosponsored workshops in social studies with 21 colleges and universities. The workshops were held in 17 locations in California and were attended by approximately 600 people. The workshops enabled social studies teachers, supervisors of instruction, and administrative personnel to meet with college and university specialists and interested lay citizens to review the progress made by the State Central Committee on Social Studies, and to help advance current, state-wide curriculum study. In all the workshops splendid progress was made toward the attainment of one important goal in this study, namely, aligning the social studies program in the public schools of California, kindergarten through grade fourteen, with the current best thinking regarding the preparation young people need for competent citizenship in our kind of a society. In all of the workshops careful study was given to the second progress report of the State Central Committee on Social Studies<sup>2</sup> which contains the materials developed by the Committee before May, 1957. Although distribution of this report is limited to the number of printed copies available, every effort will be made to supply copies to study groups that are organized during this current 1957-58 school year, particularly during the fall months of 1957. Single copies were distributed last June to all superintendents of schools and to all principals in schools of California, at all levels of education, with information enclosed as to how additional copies might be secured for other district and community personnel, including members of study groups formed locally.

Groups interested in participation in this study are invited to acquaint the State Central Committee on Social Studies with their plans and with projected schedules which will indicate when the outcomes from their studies will reach the Central Committee. This may be done by writing to the Chairman of the California State Central Committee on Social Studies, Jay Davis Conner, Associate Superintendent of Public Instruction; and Chief, Division of Instruction, California State Department of Education, Sacramento 14.

Members of study groups may wish to schedule their studies by reference to those activities in which the Central Committee is to en-

<sup>1</sup> Activities of the California State Central Committee on Social Studies have been reported in *California Schools*, XXVI (February, 1955), 73-74; XXVII (December, 1956), 431-36; XXVIII (March, 1957), 125-28; XXVIII (April, 1957), 149-51; XXVIII (August, 1957), 354-57.

<sup>2</sup> *Building Curriculum in Social Studies for the Public Schools in California*, Bulletin of the California State Department of Education, Vol. XXVI, No. 4 (May, 1957).

gage during the 1957-58 school year. The alignment of study group schedules with activities of the Central Committee offers the best assurance that study group reports will be considered at times when they can influence developments in this study. The schedule of regional conferences and some of the Central Committee activities for 1957-58 are presented in the following paragraphs.

Written reports received from the workshops held last summer have been synthesized into one statement which will be studied by the Central Committee during its October, 1957, and January, 1958 meetings. The synthesized statement is to be used by the Central Committee as a basic reference and guide for outlining a plan to organize the social studies program, kindergarten through junior college. Study group reports that contain suggestions relative to the organization of the social studies program will be most useful if they reach the Central Committee by mid-December, 1957. Between January and mid-March of 1958, a plan for organizing the social studies program, including kindergarten through junior college, is to be developed in outline form. This plan is to be presented in regional conferences to be held during the spring.

Regional conferences are scheduled to be held in 12 locations in California during March, April, and May, 1958. These are to be one-day (Saturday) conferences, to which social studies teachers at all levels of education, and representative lay citizens are to be invited. At each regional conference the proposed plan for organizing the social studies program is to be explained in detail. Groups of lay and professional people in each region will then be invited to organize study groups to review systematically all of the proposals presented in the regional conferences. The groups could be those which were organized during the fall to review the work of the Central Committee and to help formulate a plan for organizing the social studies program. The amount of time that these groups will have for the study and evaluation of proposals will be announced at the regional conferences. Members of study groups who are interested in pursuing their study beyond the spring of 1958 should find ample opportunity to do so in the workshops that will be evaluated in California colleges and universities during the summer of 1958.

Regional conferences will be held at each of the locations and on the dates specified in the list that follows:

California State Polytechnic College.....	March 22
Chico State College.....	March 8 or April 12
Claremont Graduate School.....	March 22
Fresno State College.....	March 8
Humboldt State College.....	March 22
Long Beach State College.....	March 8

Los Angeles State College.....	March 8
Sacramento State College.....	May 3
San Diego State College.....	March 22
San Francisco State College.....	March 22
San Jose State College.....	April 12
University of California, Santa Barbara College .....	March 22

Social studies teachers are urged to plan so that they will be able to attend the regional conferences.

Members of many lay and professional organizations in California have been invited to be active in this study, particularly during 1957-58, while outcomes from their study can influence the social studies program which will ultimately become established in the public schools of California. This can be done by organizing study groups during the fall of 1957, and by scheduling activities within the study groups so that the results will be available when they are needed by the Central Committee. In order for lay and professional organizations to contribute fully to this study, they should, during the fall of 1957, review the second progress report of the Central Committee and study the areas designated within the publication as those that need careful analysis. During the spring of 1958, following the regional conferences, the Central Committee will welcome study of the proposals made in the regional conferences for organizing the social studies program.

Invitations to participate in the studies were mailed last June to the following lay and professional organizations in California:

#### *Lay Organizations*

American Association of University Women  
California Congress of Parents and Teachers  
California Council of Architects  
California Farm Bureau Federation  
California Federation of Womens Clubs  
California Industrial Union, C. I. O.  
California Real Estate Association  
California School Boards Association  
California State Chamber of Commerce  
California State Federation of Labor, A. F. of L.  
California Taxpayers Association  
League of Women Voters  
National Association of Manufacturers

#### *Professional Organizations*

Adult Education Administrators  
Bay Area Social Science Association  
California Association of Childhood Education  
California Association of Junior High School Administrators  
California Association of School Administrators  
California Association of Secondary School Administrators  
California Association of Secondary School Curriculum Co-ordinators  
California Elementary School Administrators  
California Junior College Association

California School Supervisors Association  
California Teachers Association  
Southern California Social Science Association

Other lay and professional organizations which have particular interest in the social studies program that is offered by the public schools are also invited to organize study groups and to contribute to developments in this study.



## CURRENT OPINION ON PUBLIC EDUCATION

Compiled by CHARLES D. MASTIN, Librarian, Reference Service to State Agencies, California State Library

The following list of articles on current issues in education is the first of such lists that will be published in *California Schools* at intervals throughout the year. The articles that will be included in these lists will be selected for their appeal to the general public. The points of view expressed in the various articles listed will not necessarily be those to which the State Department of Education subscribes.

Publications not available locally may be borrowed through public or school libraries by inter-library loan from the California State Library.

"And Now, School Buses," *The Commonwealth*, LXV (March 29, 1957), 651-653.

A discussion of the use of public school buses by parochial school children, citing cases pending (March, 1957) in Connecticut and Maine. The larger issue of public school vs. religious school instruction dominates the article, which presents a Catholic point of view.

"Are We Less or Better Educated Than 50 Years Ago? A Symposium on U. S. Schools Today," *U. S. News & World Report*, XLII (June 7, 1957), 120-130.

Some say schools are too preoccupied with frills to teach basic subjects. Others claim modern schools teach fundamentals—and more. Both sides of this issue are presented here, consisting of the views of six educators and a rebuttal by Arthur Bestor.

BARRETT, LAURENCE. "Professors and Professionals: Teacher Training and the Liberal Arts," *Yale Review*, XLVI (Spring, 1957), 402-412.

Teacher-training programs should be radically different from present ones, which are based on three fallacious assumptions: (1) the student is committed to teaching before he begins; (2) there is a dichotomy between vocational courses and subject-matter courses; (3) a dichotomy exists between high school teaching and college teaching.

BESTOR, ARTHUR. "Educating the Gifted Child," *New Republic*, CXXXVI (March 4, 1957), 12-16.

The intellectual level of the nation can be raised if we concentrate on developing to the fullest the intellects of our gifted children, who are now being denied full opportunities to advance. To do this we must have teachers firmly grounded in the liberal arts and sciences, not just in pedagogy.

"The Centennial of the N.E.A.," *School and Society*, LXXXV (May 11, 1957), 169-170.

On paper, the N.E.A.'s policies are opposed to infringements upon the civil and professional rights of teachers. But several committees have been extremely timid in upholding the rights of teachers involved in racial segregation conflicts.

"Change in the Schools—Back to the 3 R's," *U. S. News & World Report*, XLII (March 15, 1957), 38-44, 122-124, 126.

Many schools are beginning to put more stress on reading, writing and arithmetic. Scholastic requirements are becoming stiffer. So is discipline. These are the findings of a nation-wide survey conducted by a team of editors of *U. S. News & World Report*.



DAICHES, DAVID. "Education in Democratic Society," *Commentary*, XXIII (April, 1957), 336-343.

The American definition of the democratic and the useful in education leads to the contradictory ideals of equality of curriculum and of promotion on the one hand, and vocational training according to a future job on the other. The British definition of the same terms leads to the equally contradictory ideals of training according to individual abilities and aptitude on the one hand, and on the other to a general preference for the "arts side" over the "science side."

ESBENSEN, THORWALD. "How Far Have the Book Burners Gone?" *School Executive*, LXXVI (May, 1957), 69-71.

A survey of methods and accomplishments of exponents of "voluntary book burning." A firm library policy adopted in writing is often the best defense against this sort of irresponsible censorship.

"The Freedom Crusade of the University of Massachusetts," *Educational Record*, XXXVIII (April, 1957), 100-111.

For years the University of Massachusetts has suffered from interference by state agencies in its personnel policies. Through a long campaign for public support, the school has finally regained control over its policies. Newspaper excerpts are quoted to show how the battle was fought.

FREEMAN, ROGER A. "The Camel's Nose under the School Tent," *The Freeman*, VIII (March, 1957), 10-14.

Pointing out that political power inevitably follows power over the purse, Mr. Freeman condemns Federal aid to education as unnecessary in the first place, and a threat to our free society in the second. It is, he claims, naive to assume the Federal government would spend billions of dollars a year and yet have nothing to say on how such a sum is to be spent.

GRUNBAUM, WERNER F. "Academic Freedom in Great Britain, 1948-1956," *Harvard Educational Review*, XXVII (Winter, 1957), 28-37.

Those who are concerned about the fate of academic freedom will be interested in this article by Dr. Grunbaum, in which he outlines the experiences of Britain relating to this problem in recent years. Although the author points out that his study is merely informative, it may be that readers will make inferences from it that will shed new light on the problem of academic freedom in America.

HALLENBECK, WILBUR C. "A Sociologist Looks at Adult Education," *Adult Education*, VII (Spring, 1957), 131-143.

Among those who are deeply concerned about adult education, certain differences have arisen regarding both objectives and methods. Some have felt that these differences must be resolved. The author's opinion is that there is room for differences and the differences can become dynamic forces to strengthen and unite adult education so long as mutual understanding and co-operation are maintained. Various issues are discussed at some length.

"Help Our Schools Now!" *Labor's Economic Review*, II (March, 1957), 17-24.

The unions claim that the local governments, because of low income, property tax declines, etc., cannot solve the classroom shortage problem. Hence the Federal government must step in.

HOOKE, SIDNEY. "The Old Liberalism and the New Conservatism," *New Leader*, XL (July 8, 1957), 7-10.

Conservatives, as defined here, believe that recognition of the existence and primacy of God is necessary to the search for truth, and hence is the core of education's search for objective truth. This concept is alien to the concept of true education, Mr. Hooke declares, because it substitutes salvation for truth as the aim of education.

"Issues in Education," *Educational Leadership*, XIV (April, 1957), 398-426.

Contents: Editorial, Criticism, Skepticism, and Controversy, by John I. Goodlad; articles, "Education Is Controversial, Too," by Lawrence E. Metcalf; "The Search for Consensus," by William O. Stanley; "Is Consensus Enough?" by Joseph J. Schwab; "The American School and its Social Context," by Lyle E. Eddy; "Who Should Guide the Public Schools?" by E. T. McSwain; "Education Is Too Important," by William J. McGlothlin; "How Slice the Cake?" by Alice V. Keliher; "Our Goal: Better Education for More Pupils," by Alvin C. Eurich; and "A Master Teacher in Every Classroom," by T. M. Stinnett.

KEARNEY, NOLAN C. "Educating the Gifted Child," *New Republic*, CXXXVI (March 25, 1957), 13-15.

A point-by-point refutation of an article with the same title, by Arthur Bestor. Insists gifted children are a deep concern of educators and that programs for their education are rapidly being developed.

LANE, RICHARD BERT. "I Speak for the High Schools," *American Mercury*, LXXXIV (March, 1957), 25-32.

A high school student states his opinions on America's shortage of scientists and engineers. The causes are (1) poor schools, of which the symptoms are a non-motivating grading system, out-dated textbooks and teachers, and lack of incentives for the study of science; (2) a scholarship system that discriminates against science majors.

MORRIS, VAN CLEVE. "Grass-roots-ism and the Public Schools," *School and Society*, LXXXV (June 22, 1957), 217-219.

Excessive localism in education has resulted in the inhibition of freedom of thought in American schools.

NORTON, JOHN K. "The Future of Education in the United States," *Journal of Educational Sociology*, XXX (May, 1957), 385-389.

The effects of mal-education cannot be confined to the state and locality. Economic conditions have arisen over the years which require Federal support of education.

RICKOVER, REAR ADMIRAL H. G. "Let's Stop Wasting Our Greatest Resource," *Saturday Evening Post*, CCXXIX (March 2, 1957), 19, 108-111.

Praise is given to the concept of encouraging the progress of the superior students in our schools. The so-called life-adjustment curriculum is considered, on the other hand, a menace to our national life.

SCOTT, C. WINFIELD. "Criticisms of Schools Continue: Here Are Some Ways to Deal with Them," *NEA Journal*, XLVI (May, 1957), 340-341.

Discusses two recent developments: a curricular dispute in Somers, Conn.; and the creation of the Council for Basic Education (Arthur E. Bestor, president). Suggests as ways of dealing with criticism: (1) an educational program that meets local needs; (2) a well-founded personal educational philosophy; (3) professional unity; (4) awareness of current criticisms; (5) school-community co-operation.

SELMMEYER, MADELINE. "Can Johnny Read?" *Education*, LXXVII (April, 1957), 505-511.

It is not the teaching of reading that is at fault in American education. Pronunciation skill is not the primary factor in reading. The failure is in the ability to interpret what is read. A solution to the problem, as expounded by the author, is more training in semantics.

SKAIFE, ROBERT A. "Neo-conservatives Are on the March with 'Sound Education' As Battle Cry," *Nation's Schools*, LIX (May, 1957), 54-56.

Attacks the Council for Basic Education as an irresponsible group which distorts the weaknesses of public schools by advocating a "return" to "sound" methods of teaching fundamentals.

*State Adoption and Printing of Elementary School Textbooks in California.* Legislative Problems, 1957, No. 1. Prepared by Constance A. Freydis. Berkeley: Bureau of Public Administration, University of California, 1957. Pp. 46.

Proponents of the California system of state-printing of elementary texts point out that the cost is one-third less than the cost of books bought directly from the publisher. Opponents of the system, including many publishers and teachers, believe textbook selection should be closer to the teachers who use the books.

WYLIE, LAURENCE. "Bringing up Children—French Way, Our Way," *New York Times Magazine* (June 30, 1957), p. 9, 17, 19.

The author, who has taught French children in France and American children in the U.S., compares attitudes of both groups toward authority, school, learning, discipline, and the home. He concludes that the French, who expect hard work, do it; Americans don't like to work in school and thus have to be constantly "motivated."

# Departmental Communications

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### APPOINTMENTS TO STAFF

GLEN S. DUMKE became President of San Francisco State College on August 1, 1957, succeeding J. Paul Leonard. Dr. Dumke had been professor of history at Occidental College since 1940 and Dean of the Faculty since 1950.

Born in Green Bay, Wisconsin in 1917, Dr. Dumke has been a resident of California since 1923. He received his B.A. degree in 1938, and M.A. degree in 1939 from Occidental College, and his Ph.D. degree from the University of California, Los Angeles, in 1942. His experience has been chiefly in the liberal arts, with special emphasis on the social sciences and college administration, including teacher training. He has published several books and numerous articles in professional journals. Among his publications are "The Boom of the Eighties in Southern California", "Mexican Gold Trail", and "A History of the Pacific Area in Modern Times".

Prominent in many community activities, he is also the newly elected Chairman of the Commission on Membership and Standards for the Western College Association; Vice President of the Los Angeles County Museum Association; Vice President of the Historical Society of Southern California; and on the Membership Committee of the California Historical Society. He is a member of Phi Beta Kappa, Pi Gamma Mu, Sigma Alpha Epsilon, and Zamorano.

JOHN MILES FLYNN was appointed Regional Supervisor, Bureau of Business Education, for the Los Angeles area, August 1, 1957. Mr. Flynn received his bachelor's degree in business administration from the University of Oregon and his master's degree in business education from the University of Southern California. His experience includes five years as instructor and co-ordinator of business education in the Santa Barbara public schools; work in the field of customer service with Sears, Roebuck Company; and work with U. S. Motors in the field of product development. Before joining the staff of the Bureau of Business Education, Mr. Flynn was engaged in the brokerage field.

THOMAS DAMON, Principal of the Los Gatos Evening High School, was appointed to serve as Consultant in Adult Education during the absence of Milton Babitz, who is on leave for a year to work on a research project at the University of California.

## BUREAU OF TEXTBOOKS AND PUBLICATIONS

### RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

IVAN R. WATERMAN, *Chief*

*Accounting Procedures for Student Organizations.* School Business Administration Publication No. 3. Compiled by Ray H. Johnson, Chief of the Bureau of School Apportionments and Reports, in Co-operation with the Accounting Committee of the California Association of Public School Business Officials. Bulletin of the California State Department of Education, Vol. XXVI, No. 5, July, 1957. Pp. viii + 20.

The material in this bulletin shows how student body organization accounting can be done with a minimum of effort. The State Department of Education has issued this bulletin for the use of school districts in the development of student organizations. It provides suggested basic procedures and typical examples of accounts and records relating to the financial activities of such organizations, and contains a check list for evaluating accounting systems in use.

Copies have been distributed to county, city and district superintendents of schools, to principals of elementary schools and high schools in districts not employing superintendents, and to supervisory and administrative personnel. The price per copy is 25 cents, plus sales tax on California orders.

*State List of High School Textbooks.* Published Annually in Accordance with Education Code Section 11742. Sacramento 14: California State Department of Education, July, 1957. Pp. xvi + 68.

This publication, compiled and distributed annually in accordance with law, contains the titles and school prices of all books officially listed on or before June 1, 1957, for use as high school textbooks. The cover carries the following statement: "The inclusion of books in the State list of high school textbooks does not indicate approval by the State Board of Education or by the State Department of Education. In accordance with law, all books that are classified as 'regular textbooks' under the rules and regulations of the State Board of Education are listed upon application for listing submitted by publishers."

Copies of the publication have been sent to county and city superintendents of schools, district superintendents, and clerks of the governing boards of high school districts, principals of secondary schools, including evening schools, and to publishers and publishers' depositories. Additional copies may be obtained without charge upon request to the Bureau of Textbooks and Publications.

*Teachers Guide to Physical Education for Girls in High School.* Compiled by Genevie Dexter, Consultant in Physical Education, Bureau of Health Education, Physical Education, and Recreation, California State Department of Education, 1957. Pp. xx + 330.

This book is designed for use by high school teachers of physical education and presents a program of physical education for girls that is recommended for adoption by every California public high school. It also is suitable for use as a college textbook in courses designed to prepare teachers of physical education; and contains information that will be useful to parents and others interested in girls' activities during the high school years.

In this guide, lesson plans are included in each of the chapters which deal in considerable detail with the following activities: modern, folk, and social dance;

aquatics; sports and games; tumbling; and body mechanics. Chapters are also devoted to evaluation of students' achievement; planning of recreation programs; coeducational physical education; programs adapted for individual abilities and special needs; facilities, equipment and supplies; organization and administration; and curriculum. There are many illustrations and diagrams, selected references of books, films, and filmstrips; and several pages of music for the modern dance, scored for piano.

Copies have been distributed to county, city, and district superintendents of schools; to supervisors of physical education; and to principals and teachers in secondary schools. The price is \$2.50 per copy, plus sales tax on California orders.

## ADDITIONS TO STATE LIST OF HIGH SCHOOL TEXTBOOKS

### NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the September, 1957 issue of *California Schools*.

MATHEMATICS			
Trigonometry		New	Prices Exchange
Smith & Hanson, <i>Trigonometry</i> (1957).....	World	\$2.98	\$2.91
SCIENCE			
Botany			
Fuller, <i>The Plant World</i> , third edition (1955).....	Holt	5.20	5.07
Chemistry			
Scarlett, <i>College Chemistry</i> (1956).....	Holt	4.80	4.68
SOCIAL STUDIES			
History—United States			
Hamm, <i>From Colony to World Power</i> (1957).....	Heath	3.84	3.74
Psychology			
Engle, <i>Psychology: Its Principles and Applications</i> , third edition (1957).....	World	3.46	3.37

### REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the September, 1957 issue of *California Schools*, to replace editions previously listed.

MATHEMATICS			
Arithmetic and General Mathematics		New	Prices Exchange
Gager and Others, <i>Functional Mathematics</i> (1957).....	Scribners		
Grade 7 .....		\$2.05	\$1.97
Grade 8 .....		2.05	1.97

## For Your Information

### NATIONAL HIGH SCHOOL ESSAY CONTEST, 1956-57

The twenty-third Annual National High School Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States offers \$2000 in cash awards for essays on the topic, "America's Future Is Up to Youth." Students in grades nine through twelve are eligible to compete. Entries must be submitted by March 15, 1958. A folder containing detailed information about requirements and awards for the competition may be secured from the National Secretary, Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri. The National Association of Secondary-School Principals has placed this contest on its approved list of national contests for 1957-58.

### D.A.R. GOOD CITIZENS AWARD

The California State Society of the National Society of the Daughters of the American Revolution sponsors a "Good Citizens" award annually for girls graduating from high school. Candidates for the award are selected on the basis of personal dependability, and qualities of service, leadership, and patriotism. The "Good Citizen" chosen from each school will receive a pin and a certificate of award and is eligible to enter district competition. An award of a U. S. Government Bond of \$25 will be made to each district winner. District winners may compete for the state award, a U. S. Government Bond of \$100. Inquiries regarding further details of the awards may be secured by addressing Mrs. O. George Cook, State Regent, California Society D.A.R., 1360 Jones Street, San Francisco 9, California. The National Association of Secondary-School Principals has placed the award on its approved list of national contests for 1957-58.

### CALIFORNIA INDUSTRIAL ARTS AWARD WINNERS ANNOUNCED

For the sixth consecutive year, students in California public schools who entered projects in the Industrial Arts Awards competition sponsored by the Ford Motor Company have won the largest number of cash prizes awarded to students from any one state.

In the 1957 competition, California students received over 20 per cent of the cash awards which included 21 first prizes, 14 second prizes, 11 third prizes, 16 fourth prizes, 82 honorable mentions, 6 creative design



prizes, and one prize for ingenuity. In addition to the cash prizes, 112 California students received place awards.

Nine entrants from California won outstanding achievement awards which entitle each student winner and his instructor to a three-day expense-paid trip to Dearborn, Michigan. Each winner's name, school, grade, contest group classification, type of project, and instructor's name follows:

Sam Birky, Mount Diablo High School (Concord), Grade 9, Woodworking Division, sculptured bowl, Donald M. Johnstone, instructor.

Richard Atkins, Palms Junior High School (Los Angeles Public Schools), Grade 8, Electrical Division, isolation transformer and voltage supply, J. Harvey Seiple, instructor.

Glen Archibald, Washington High School (Los Angeles Public Schools), Grade 12, Architectural Drawing Division, working drawings for mountain cabin, Fred Dobric, instructor (Outstanding, First, and Design Awards).

Richard E. Bowe, Orville Wright Junior High School (Los Angeles Public Schools), Grade 7, Woodworking Division, serving tray, Victor L. Silveria, instructor.

Sheldon Nemoy, North Hollywood Junior High School (Los Angeles Public Schools), Grade 9, Graphic Arts Division, menu and awards program, Douglas C. Beaton, instructor (Outstanding, First, and Design Award).

Walter Clark, Hoover Elementary School (Redwood City), Grade 8, Wrought Metal Division, aluminumware set, E. B. Mattson, instructor.

David M. Carlin, Sequoia Union High School (Redwood City), Grade 11, Wrought Metal Division, sofa and cushions, Richard J. Herzing, instructor.

Kenneth Solvason, Sequoia Union High School (Redwood City), Grade 10, Wrought Metal Division, wrought iron chair, Richard J. Herzing, instructor.

David W. Howell, Whittier High School, Grade 12, Electrical Division, radio controlled lawn mower, Jack Michie, instructor.

For the second consecutive year the industrial arts pupils of E. B. Mattson in grades 7 and 8 at the Hoover Elementary School in Redwood City received more awards than those in any other single shop program in California. Mr. Mattson's pupils were awarded 26 prizes, ranging from an outstanding achievement award to place awards.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. The principal list of events for 1957-58 appeared in the September, 1957 issue of *California Schools*. Notice of the following meeting has been received since publication of the September issue:

Date	Organization and Event	Place
October 19	Meeting of Staff Members of Schools for Orthopedically Handicapped Children in Northern California	Shadelands School, Concord

# Professional Literature

## PUBLICATIONS RECEIVED

- An Analysis of the Support of Public School Adult Education.* Research Bulletin No. 104. San Francisco 2: California Teachers Association, 1957. Pp. iv + 84. \$1.00.
- California School Administrators' and Special Services Personnel Salaries for 1956-57.* Research Bulletin No. 103, June, 1957. San Francisco 2: California Teachers Association, 1957. Pp. 78. \$1.00.
- FITZWATER, C. O. *School District Reorganization Policies and Procedures.* Washington 25, D. C.: Office of Education, U. S. Department of Health, Education, and Welfare, 1957. Pp. x + 322. \$1.75.<sup>1</sup>
- Free and Inexpensive Learning Materials.* Nashville 5, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, (eighth edition), 1957. Pp. viii + 264. \$1.00.
- GRAY, LILLIAN, and REESE, DORA. *Teaching Children to Read.* New York 10: Ronald Press Co. (second edition), 1957. Pp. viii + 476. \$5.50.
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<sup>1</sup> For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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<sup>a</sup> Copies are available from the offices of The Fund for the Advancement of Education, 477 Madison Avenue, New York 22, N. Y.

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